



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14850 N 39th Ave, Phoenix, AZ 85053

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jim Padglick
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-6
Web Address : www.wesd.k12.az.us
Phone Number : (602) 896-5600
Fax Number : (602) 896-5620
E-mail : jpadgli@ir.wesd.k12.az.us

Mission

Ironwood Elementary School, a place where we strive for high academic achievement for all students while stressing our five Community of Caring core values of family, trust, caring, respect, and responsibility.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will continue to be trained on and implement strategies to increase reading comprehension. Teachers will be trained on and implement strategies to increase proficiency in the area of six-trait writing.
- ü Teachers will implement strategies to assist A.D.H.D. learners to succeed in the classroom.
- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 620
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- Ü Art, Music, PE
- Ü Technology/Teaching-Learning Stations
- Ü Programs for English Language Learners
- Ü Gifted Programs
- Ü Saxon Phonics program at primary grades
- Ü Band and Strings Programs
- Ü 'Soar to Success' program
- Ü Self-Contained and Resource Special Ed.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Ironwood School recommends parents send their children to school each day ready to learn, encourage and support their child's effort at school, participate to the extent possible, and be informed as to classroom activities and teacher expectations.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Knowledge Masters	2002
Ü Lamp of Learning Award Recipient	2005
Ü Project GOAL (1st Grade Library Program)	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2709	80010	100	100	99	466	435	447	1	15	10	10	24	18	58	49	53	31	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1273	38935	100	100	99	467	435	447	NA	13	9	7	25	19	69	50	55	24	12	17
Male	35	1436	40974	100	100	98	465	435	448	3	16	11	14	23	18	43	49	52	40	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	17	1275	34545	100	100	99	439	422	432	NA	20	14	24	30	24	76	46	53	NA	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	57	1071	35142	100	100	99	475	453	465	NA	8	5	5	17	11	54	54	56	40	21	28
Students with Disabilities	20	385	10161	100	100	93	443	406	419	5	35	28	20	32	28	55	28	36	20	5	8
Students without Disabilities	60	2324	69849	100	100	100	474	439	451	NA	11	7	7	23	17	58	53	56	35	13	19
Limited English Proficient Students	NC	774	14013	NC	99	97	NC	409	413	NC	26	24	NC	36	34	NC	36	39	NC	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	28	1854	39029	100	99	98	455	426	432	NA	18	14	21	29	25	54	47	52	25	6	9
Non-Economically Disadvantaged	52	855	40981	100	100	100	472	455	462	2	9	6	4	14	13	60	54	54	35	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2701	79438	100	100	98	468	438	451	6	14	9	11	29	24	61	51	56	21	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1271	38775	100	100	99	475	444	457	NA	11	7	13	28	22	64	53	58	22	8	13
Male	35	1430	40560	100	100	97	460	433	446	14	17	12	9	29	25	57	49	54	20	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	17	1272	34297	100	100	98	457	424	434	6	19	14	24	36	31	59	42	50	12	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	57	1068	34887	100	100	98	473	456	471	5	8	4	7	20	15	65	61	63	23	11	18
Students with Disabilities	20	377	9588	100	99	88	435	399	416	25	43	30	15	30	32	45	24	34	15	3	5
Students without Disabilities	60	2324	69850	100	100	100	480	444	456	NA	10	7	10	28	23	67	55	59	23	7	12
Limited English Proficient Students	NC	774	13856	NC	99	96	NC	406	407	NC	28	27	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	28	1849	38685	100	99	97	454	429	435	11	17	14	25	33	32	50	46	50	14	4	5
Non-Economically Disadvantaged	52	852	40753	100	100	99	476	458	467	4	7	5	4	19	16	67	62	62	25	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2700	79971	100	100	99	445	413	423	6	11	8	29	43	41	54	44	49	10	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1272	38974	100	100	99	472	427	437	2	7	5	18	36	33	64	53	57	16	3	4
Male	34	1428	40895	100	100	98	409	401	410	12	13	10	44	50	47	41	36	41	3	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	17	1269	34481	100	99	99	435	403	410	6	13	10	47	47	46	47	39	43	NA	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	56	1069	35150	100	100	99	452	426	437	5	7	5	21	38	35	61	51	56	13	3	5
Students with Disabilities	20	382	10258	100	100	94	371	355	377	25	33	23	50	48	51	20	18	25	5	1	1
Students without Disabilities	59	2318	69713	98	100	100	470	422	429	NA	7	5	22	43	39	66	48	52	12	2	3
Limited English Proficient Students	NC	772	13985	NC	99	97	NC	387	382	NC	18	18	NC	52	54	NC	30	27	NC	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	28	1850	38994	100	99	98	420	405	409	14	12	10	39	48	47	39	39	41	7	1	1
Non-Economically Disadvantaged	51	850	40977	100	100	100	458	431	437	2	7	5	24	34	34	63	55	56	12	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2820	80147	100	100	99	485	468	482	7	14	11	7	22	17	71	49	49	16	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1371	39281	100	100	99	488	469	483	4	12	9	6	24	17	69	50	50	20	15	24
Male	53	1448	40780	98	100	98	482	468	482	9	16	12	8	21	17	72	48	48	11	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	16	1209	33494	100	100	99	467	455	466	25	19	15	6	27	23	56	44	49	13	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	79	1220	36122	100	100	99	487	484	501	4	8	5	8	16	10	71	53	50	18	23	35
Students with Disabilities	24	447	10295	100	99	92	455	436	443	21	36	33	17	28	26	58	31	33	4	5	8
Students without Disabilities	78	2373	69852	100	100	100	494	474	488	3	10	7	4	21	16	74	52	51	19	17	26
Limited English Proficient Students	NC	625	12722	NC	100	97	NC	436	441	NC	29	27	NC	35	33	NC	34	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	1837	38371	100	99	97	471	458	465	15	17	15	9	26	23	64	47	49	12	9	13
Non-Economically Disadvantaged	69	983	41776	100	100	100	491	487	498	3	7	6	6	15	11	74	52	49	17	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2816	79686	100	100	98	472	458	470	12	15	11	19	29	24	63	52	57	7	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1372	39163	100	100	99	480	463	475	10	12	9	14	28	22	69	55	60	6	5	10
Male	53	1443	40438	98	99	97	465	453	465	13	18	13	23	29	25	57	49	54	8	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	16	1208	33299	100	100	98	446	443	452	25	21	17	25	35	32	44	43	47	6	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	79	1216	35914	100	99	98	477	475	489	10	9	5	18	21	15	65	62	67	8	8	14
Students with Disabilities	24	442	9808	100	98	87	434	418	432	38	46	35	29	31	32	25	23	30	8	1	3
Students without Disabilities	78	2374	69878	100	100	100	484	465	475	4	10	8	15	28	23	74	57	61	6	5	9
Limited English Proficient Students	NC	626	12594	NC	100	96	NC	419	422	NC	35	34	NC	44	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	33	1839	38095	100	99	97	454	447	452	18	19	17	30	34	32	45	46	48	6	2	3
Non-Economically Disadvantaged	69	977	41591	100	100	99	481	479	486	9	8	6	13	20	16	71	63	65	7	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2835	80372	100	100	99	460	465	475	5	7	4	32	34	30	63	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1378	39452	100	100	99	484	479	488	NA	4	3	20	28	22	80	67	72	NA	2	3
Male	53	1456	40836	98	100	98	438	451	464	9	9	6	43	39	37	47	50	56	NA	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	16	1213	33608	100	100	99	427	453	462	13	9	6	38	39	36	50	51	57	NA	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	79	1230	36213	100	100	99	466	477	489	3	4	2	34	29	22	63	65	72	NA	1	3
Students with Disabilities	24	457	10526	100	100	94	414	414	427	13	21	15	63	53	53	25	26	31	NA	NA	1
Students without Disabilities	78	2378	69846	100	100	100	474	474	482	3	4	3	23	30	26	74	65	69	NA	1	2
Limited English Proficient Students	NC	629	12747	NC	100	97	NC	427	432	NC	15	12	NC	50	52	NC	35	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	1850	38521	100	100	98	447	455	461	9	8	6	39	39	38	52	52	55	NA	1	1
Non-Economically Disadvantaged	69	985	41851	100	100	100	466	483	489	3	4	3	29	24	22	68	70	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2774	79306	100	100	99	493	487	504	11	19	13	28	26	20	55	45	49	6	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1319	38845	100	100	99	498	488	505	10	17	11	19	28	20	65	46	50	6	9	18
Male	55	1453	40383	100	100	98	488	487	504	11	21	14	36	25	19	47	44	47	5	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	24	1226	32673	100	100	99	482	473	487	13	25	18	38	32	25	46	39	46	4	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	69	1191	36234	100	99	99	496	503	523	12	13	6	23	19	13	58	53	52	7	16	28
Students with Disabilities	22	459	10286	100	99	91	458	452	462	32	49	41	45	31	27	18	18	27	5	3	5
Students without Disabilities	81	2315	69020	100	100	100	502	494	510	5	13	9	23	25	18	65	50	52	6	11	21
Limited English Proficient Students	NC	471	10291	NC	98	96	NC	448	458	NC	46	38	NC	37	34	NC	16	26	NC	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	35	1788	37437	100	99	97	480	476	486	11	23	19	46	31	26	43	41	46	NA	5	9
Non-Economically Disadvantaged	68	986	41869	100	100	100	500	507	521	10	12	7	19	17	14	62	53	51	9	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2772	79000	100	100	98	481	478	489	11	14	10	24	28	24	64	53	58	1	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1319	38774	100	100	99	491	484	494	2	10	7	21	26	22	75	58	61	2	6	10
Male	55	1451	40150	100	100	98	473	473	485	18	18	12	27	30	25	55	48	55	NA	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	24	1225	32508	100	100	98	471	465	472	13	19	15	25	36	33	63	43	49	NA	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	69	1190	36135	100	99	98	485	494	508	12	9	4	22	19	14	65	63	67	1	9	15
Students with Disabilities	22	457	9991	100	98	88	443	440	449	41	42	33	36	36	36	23	20	29	NA	1	2
Students without Disabilities	81	2315	69009	100	100	100	492	485	495	2	9	6	21	26	22	75	59	62	1	6	10
Limited English Proficient Students	NC	471	10199	NC	98	95	NC	435	439	NC	41	35	NC	45	47	NC	15	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	35	1787	37234	100	99	97	467	469	472	11	17	15	37	33	33	51	48	50	NA	2	3
Non-Economically Disadvantaged	68	985	41766	100	100	99	489	496	505	10	9	5	18	19	16	71	61	65	1	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2787	79611	100	100	99	492	484	496	9	10	7	23	39	37	68	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1321	39016	100	100	99	514	503	511	4	6	4	17	31	29	79	63	66	NA	0	1
Male	55	1464	40519	100	100	98	474	467	482	13	14	10	29	46	44	58	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	24	1231	32855	100	100	99	498	471	481	8	13	10	21	44	43	71	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	69	1198	36380	100	100	99	488	498	511	10	7	4	22	33	30	68	60	65	NA	0	1
Students with Disabilities	22	471	10664	100	100	94	427	426	440	27	27	23	55	56	54	18	17	22	NA	NA	1
Students without Disabilities	81	2316	68947	100	100	100	510	495	504	4	6	4	15	35	34	81	58	61	NA	0	1
Limited English Proficient Students	NC	473	10362	NC	99	97	NC	428	438	NC	25	22	NC	56	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	35	1799	37626	100	100	98	494	475	479	6	11	10	29	42	45	66	46	45	NA	0	0
Non-Economically Disadvantaged	68	988	41985	100	100	100	492	500	511	10	7	4	21	32	30	69	61	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2675	79327	99	100	98	510	505	518	18	25	19	26	22	20	45	43	46	12	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1240	38961	100	100	98	516	507	520	15	23	16	21	21	20	49	46	48	15	10	16
Male	55	1435	40295	98	100	97	505	504	516	20	26	21	29	22	19	42	40	44	9	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	17	1153	32327	100	99	98	496	488	499	24	34	27	35	26	25	35	35	41	6	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	68	1151	36373	99	100	98	515	526	538	16	14	10	24	17	14	47	50	52	13	19	25
Students with Disabilities	14	339	9321	93	98	87	464	461	467	57	61	54	21	20	22	14	17	21	7	2	3
Students without Disabilities	80	2336	70006	100	100	100	518	511	524	11	19	14	26	22	19	50	46	49	13	12	18
Limited English Proficient Students	NC	408	9431	NC	99	95	NC	456	466	NC	64	53	NC	24	27	NC	11	18	NC	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	36	1696	37097	97	99	97	488	492	498	33	31	27	31	24	25	28	39	41	8	6	7
Non-Economically Disadvantaged	58	979	42230	100	100	99	523	528	535	9	14	11	22	17	15	55	49	50	14	20	24

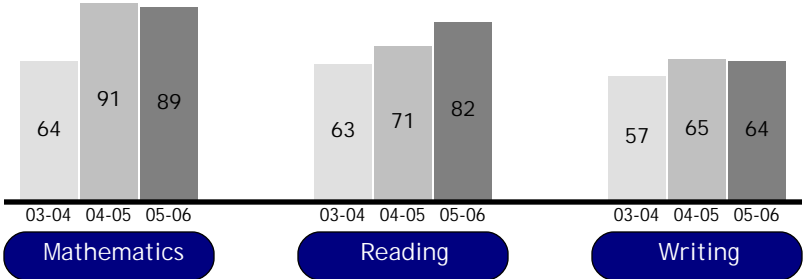
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2672	79501	99	100	98	495	490	497	11	14	10	27	27	25	60	56	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1239	39062	100	100	99	504	497	502	8	11	8	23	25	23	67	60	64	3	4	5
Male	55	1433	40368	98	100	98	490	484	491	13	16	13	29	29	27	55	52	57	4	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	17	1152	32389	100	99	98	476	473	478	18	21	16	35	34	34	47	43	48	NA	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	68	1150	36446	99	100	99	502	509	516	9	6	4	25	18	15	62	70	73	4	7	7
Students with Disabilities	14	336	9411	93	97	88	451	448	453	29	46	36	50	32	36	21	20	26	NA	1	1
Students without Disabilities	80	2336	70090	100	100	100	503	496	502	8	9	7	23	26	24	66	61	65	4	4	5
Limited English Proficient Students	NC	407	9401	NC	99	94	NC	437	443	NC	50	40	NC	39	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	36	1694	37183	97	99	97	470	478	479	19	18	16	36	33	34	44	48	49	NA	1	1
Non-Economically Disadvantaged	58	978	42318	100	100	99	511	510	513	5	7	5	21	18	17	69	68	70	5	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2680	80000	99	100	99	562	561	564	2	4	3	7	10	11	86	78	75	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1239	39288	100	100	99	580	579	579	NA	2	2	5	5	6	90	81	77	5	13	16
Male	55	1441	40644	98	100	98	549	546	549	4	5	4	9	15	15	84	75	74	4	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	17	1152	32672	100	99	99	560	549	548	6	5	4	NA	12	14	94	78	76	NA	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	68	1156	36602	99	100	99	563	575	579	1	2	2	7	9	7	85	76	75	6	13	16
Students with Disabilities	14	345	9919	93	100	93	482	504	505	14	10	9	36	33	35	50	54	54	NA	3	2
Students without Disabilities	80	2335	70081	100	100	100	576	569	571	NA	3	2	3	7	7	93	81	79	5	9	12
Limited English Proficient Students	NC	405	9571	NC	98	96	NC	495	502	NC	14	10	NC	24	29	NC	62	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	36	1700	37534	97	99	98	539	551	547	6	4	4	11	12	15	83	78	76	NA	6	5
Non-Economically Disadvantaged	58	980	42466	100	100	100	576	578	578	NA	3	2	5	7	7	88	77	75	7	14	16

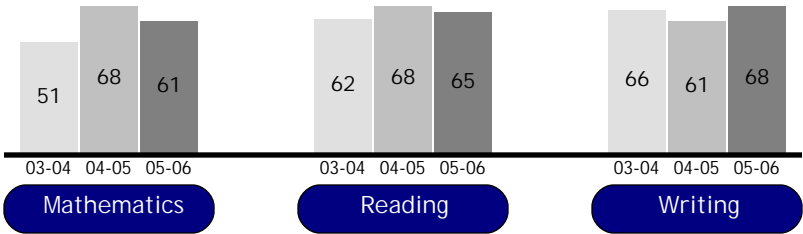
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	59	NA	58	99	49	40	47	79	46	35	46
	Language	98	46	44	50	99	42	40	47	79	37	35	48
	Mathematics	98	67	57	64	100	48	41	50	79	44	39	52
3	Reading	100	54	NA	55	100	51	40	44	100	61	37	46
	Language	100	61	56	61	100	48	40	44	100	54	39	46
	Mathematics	100	57	53	61	100	58	44	51	100	68	43	52
4	Reading	97	59	NA	56	99	50	42	48	100	54	44	52
	Language	99	54	48	52	99	51	44	49	100	54	44	52
	Mathematics	98	55	54	61	98	55	45	53	100	56	48	58
5	Reading	100	62	NA	55	100	53	47	50	100	54	48	56
	Language	100	55	45	49	100	52	48	50	100	50	44	54
	Mathematics	100	64	57	63	100	48	44	49	100	44	41	52
6	Reading	96	59	NA	56	99	57	48	51	99	54	52	56
	Language	98	53	44	48	99	52	45	47	99	52	46	50
	Mathematics	98	67	60	66	99	52	46	52	99	54	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Ironwood Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communication
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.90
Other Professional Staff	1.50	Teacher Aide	9.80

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	6	1	1	0
7 to 9 years	2	1	0	0
10 or more years	16	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	83
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Computer/Technology/Science Labs
- ü MOST Program

Extracurricular Activities

- ü After School Music Activities
- ü After School Sports Activities
- ü Community Of Caring
- ü Catalina Island Experience

Social Services

- ü Lunch Program
- ü Breakfast Program
- ü Community Classes
- ü Parenting Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Retrained staff on strategies to benefit A.D.H.D. students.

- ü Retrained all staff on our Community of Caring Character Education Program.

- ü Developed new school improvement goal on development of reading comprehension strategies and began training in this area.

- ü Continued staff training in the area of building safety.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jim Padglick	(602) 896-5605
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Andrea Davis	(602) 896-5600
Student Health/Nurse	Melodie Poole	(602) 896-5610

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.